|  |  |
| --- | --- |
| **Object** | **Content** |
| **Course Title** | PEACH |
| **Language Code** | en-US |
| **Palette Id** | default |
| **Use System Fonts** | false |
| **First Page** | 035 |
| **Completion Page** | 062 |
| **Contents Page** | 003 |
| **Module Title** | Physical and Emotional Awareness for Children Who Are Homeless (PEACH): A Tool to Help Foster Self-Regulation in Children |
| **Abbreviated Module Title** | PEACH |
| **Notes** | These will not be included in course output |

# PEACH

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Unit Title** | Part 1: Introduction |
| **Abbreviated Title** | Introduction |
| **Notes** | These will not be included in course output |

# Part 1: Introduction

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:a1.jpg |
| **Template** | A1 |
| **Menu Title** | Welcome to: PEACH |
| **Image** | ${CONTENT\_ROOT}/images/logos/t3-logo.png |
| **Header** | Physical and Emotional Awareness for Children Who Are Homeless |
| **Subheader** | A Tool to Help Foster Self Regulation in Children |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_intro.mp3 |
| **Audio Title** | t3 Introduction Music |
| **Audio CC** | Written and performed by Peter Hanlon |
| **Notes** | These will not be included in course output |

## Welcome to PEACH

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | A2 |
| **Menu Title** | Hello and Welcome |
| **Image** | ${CONTENT\_ROOT}/images/orangePeople.png |
| **Header** | Hello |
| **Subtitle** | Welcome to PEACH: |
| **Bullet Title** | In this course you will learn: |
| **Bullets** | |  |  | | --- | --- | | PEACH an innovative curriculum for young children | 0:05 | | The core concepts of the PEACH curriculum. | 0:17 | | Strategies to foster resilience and self-regulation among children experiencing homelessness. | 0:20 | | Strategies for implementing PEACH in your program. | 0:25 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio0.mp3 |
| **Audio Title** | Hello and Welcome to PEACH. |
| **Audio CC** | Hello my name is Katie Volk, and I am Kristen Paquette. In this course you will learn about PEACH, an innovative curriculum for young children, created with colleagues at the National Center on Family Homelessness, homelessness programs around the country, and a fun, smart company called Organ Wise Guys. We will present the core concepts of the PEACH curriculum, strategies to foster resilience and self-regulation among children experiencing homelessness, and strategies for implementing PEACH in your program. |
| **Notes** | These will not be included in course output |

## Hello and Welcome

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | A3b |
| **Menu Title** | Contents |
| **Header Image** | ${CONTENT\_ROOT}/images/contents.jpg |
| **Page Number 1** | 004 |
| **Button Image 1** | ${CONTENT\_ROOT}/images/thumbs/thumb-part-1.jpg |
| **Button Label 1** | Part 1: Introduction to PEACH |
| **Page Number 2** | 018 |
| **Button Image 2** | ${CONTENT\_ROOT}/images/thumbs/thumb-part-2.jpg |
| **Button Label 2** | Part 2: Resilience and Self-Regulation |
| **Page Number 3** | 035 |
| **Button Image 3** | ${CONTENT\_ROOT}/images/thumbs/thumb-part-3.jpg |
| **Button Label 3** | Part 3: The PEACH Curriculum |
| **Page Number 4** | 051 |
| **Button Image 4** | ${CONTENT\_ROOT}/images/thumbs/thumb-part-4.jpg |
| **Button Label 4** | Part 4: Conclusion |
| **Notes** | These will not be included in course output |

## Contents

## Introduction

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | Title Page |
| **Image** | ${CONTENT\_ROOT}/images/sectionTitleImage1.jpg |
| **Header** | Part 1: Introduction |
| **Subtitle** | In this section, you will learn about how PEACH helps children experiencing homelessness. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** | Transition Title Music |
| **Audio CC** | Written and performed by Peter Hanlon. |
| **Notes** | These will not be included in course output |

## PEACH

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | PEACH |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/026.jpg |
| **Header** | PEACH |
| **Bullets** | |  |  | | --- | --- | | Physical and Emotional Awareness for Children who are Homeless | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio1.mp3 |
| **Audio Title** | PEACH |
| **Audio CC** | PEACH stands for Physical and Emotional Awareness for Children who are Homeless. |
| **Notes** |  |

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| --- | --- |
| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | Children Experiencing Homelessness |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/020.jpg |
| **Bullets** | |  |  | | --- | --- | | Children Experiencing Homelessness | 0:00 | |
| **Footer** | The National Center on Family Homelessness, 2011 |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio2.mp3 |
| **Audio Title** | Children Experiencing Homelessness |
| **Audio CC** | Approximately 1.6 million children will experience homelessness each year. |
| **Notes** | These will not be included in course output |

## Children Experiencing Homelessness

## Children Experiencing Homelessness

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| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | Children Experiencing Homelessness Continued |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/180.jpg |
| **Header** | Children Experiencing Homelessness |
| **Bullets** | |  |  | | --- | --- | | Sick four times as often as their housed peers | 0:05 | | four times as many respiratory infections | 0:09 | | twice as many ear infections | 0:12 | | five times more gastrointestinal problems | 0:14 | | twice as likely to have asthma | 0:18 | | Twice as likely to go hungry | 0:22 | | Three times the rate of emotional and behavioral problems | 0:25 | | Four times more likely to show delayed development | 0:31 | | Twice the rate of learning disabilities | 0:34 | | Living in a transitional setting can worsen children’s health problems | 0:40 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio3.mp3 |
| **Audio Title** | Children Experiencing Homelessness Continued |
| **Audio CC** | The effects of homelessness can be devastating on children. Children experiencing homelessness are sick four times as often as their housed peers. They have four times as many respiratory infections, twice as many ear infections, five times more gastrointestinal problems, and are almost twice as likely to have asthma. Children experiencing homelessness are twice as likely to go hungry as their housed peers. They have three times the rate of emotional and behavioral problems. Children experiencing homelessness are four times more likely to show delayed development and have twice the rate of learning disabilities than their housed peers. The stress of living in a transitional setting can worsen children’s health problems. For example, families in transition often do not have the facilities to prepare nutritious meals. As a result, their nutrition and exercise routines are generally worse than the rest of the nation’s children. |
| **Notes** | These will not be included in course output |

## Children Experiencing Homelessness

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | B5 |
| **Menu Title** | Children Experiencing Homelessness |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/180.jpg |
| **Header** | Homelessness Wounds Children |
| **Bullets** | |  |  | | --- | --- | | no place to live | 0:07 | | no place to sleep | 0:09 | | fear for safety of familiy members | 0:11 | | families double-up with friends and family | 0:17 | | children are sensitive to the stress of shelter life | 0:30 | | intense emotional and behavioral difficulties | 0:54 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio4.mp3 |
| **Audio Title** | Children Experiencing Homelessness |
| **Audio CC** | Every day, children experiencing homelessness are confronted with stressful, often traumatic events. They worry that they will have no place to live, that they will have no place to sleep, that something bad will happen to someone in their family. Before moving into shelter, the majority of families double-up in overcrowded apartments with relatives or friends. Others sleep in cars or campgrounds, or send their children to stay with relatives in order to avoid shelter life. When families move into shelters, children are all too aware of the stress and tension their parents experience. Toddlers can become irritable and clingy, and regress in toilet training and speech. Older children worry about changing schools, being separated from friends and pets, or being seen as different. Their worries can result in lethargy, indifference, anger at parents whom they blame for dislocation, or acting out. They often have intense emotional and behavioral difficulties. |
| **Notes** | These will not be included in course output |

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| **Layout** |  |
| **Template** | C1 |
| **Menu Title** | Activity 1: Children's Difficulties |
| **Image** | ${CONTENT\_ROOT}/images/contents.jpg |
| **Header** | Activity |
| **Body Text** | Think about the children that you serve. What difficulties do they experience? What are some ways that they express these difficulties? |
| **Subhead** |  |
| **Notes** | These will not be included in course output |

## Activity 1: Children’s Difficulties

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| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | Why PEACH |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/171.jpg |
| **Header** | Why PEACH? |
| **Bullets** | |  |  | | --- | --- | | Children experiencing homelessness have worse physical and emotional health outcomes than their housed peers | 0:02 | | Programming in shelters for young children experiencing homelessness is sparse at best | 0:06 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio5.mp3 |
| **Audio Title** | Why PEACH |
| **Audio CC** | Children experiencing homelessness have worse physical and emotional health outcomes than their housed peers, and programming in shelters for young children experiencing homelessness is sparse at best. |
| **Notes** | These will not be included in course output |

## Why PEACH

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | PEACH |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/112.jpg |
| **Header** | PEACH |
| **Bullets** | |  |  | | --- | --- | | Aims to help children experiencing homelessness learn how to keep their bodies healthy and strong | 0:02 | | Helps children make the connection between their bodies and their minds, which helps them develop coping skills | 0:06 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio6.mp3 |
| **Audio Title** | PEACH |
| **Audio CC** | PEACH aims to help children experiencing homelessness learn how to keep their bodies healthy and strong, and helps children make the connection between their bodies and their minds, which helps them develop coping skills. |
| **Notes** | These will not be included in course output |

## PEACH

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | PEACH Continued |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/080.jpg |
| **Header** | PEACH |
| **Bullets** | |  |  | | --- | --- | | Provides children with a fun way to develop a vocabulary to talk about well-being | 0:02 | | Used by shelters and other sites across the country | 0:06 | | Geared to young children, specifically preschoolers and kindergartners | 0:20 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio7.mp3 |
| **Audio Title** | PEACH Continued |
| **Audio CC** | PEACH provides children with a fun way to develop a vocabulary to talk about well-being. It was originally developed for use in shelters, and it has also been implemented in Head Starts, school systems, child care, after-school programs, camps, and other settings where young children are served. PEACH is geared to young children, specifically preschoolers and kindergartners, but can be adapted to older children. PEACH is useful for anyone who works with children and their families in a transitional setting. It is accessible to service providers from a range of backgrounds. Whether you have little experience working with children or have been in the field for years, we hope that you find PEACH useful and fun. |
| **Notes** | These will not be included in course output |

## PEACH

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| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | History of PEACH |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/003.jpg |
| **Bullets** | |  |  | | --- | --- | | History of PEACH | 0:00 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio8.mp3 |
| **Audio Title** | History of PEACH |
| **Audio CC** | The OrganWise Guys curriculum was originally created to be used in schools. In order to develop PEACH, the curriculum was adapted to better meet the needs of children experiencing homelessness. PEACH was piloted three times in three different shelters with different groups of children. With each phase of the pilot, the designers made adjustments and adaptations, added some activities, and eliminated others. The result was a program that is easy to implement, user-friendly, and a lot of fun. |
| **Notes** | These will not be included in course output |

## History of PEACH

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | The OrganWise Guys |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/ill015.jpg |
| **Bullets** | |  |  | | --- | --- | |  | 0:00 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio9.mp3 |
| **Audio Title** | The OrganWise Guys |
| **Audio CC** | PEACH is based on the award-winning work of OrganWise Guys, Inc. Founded in 1993, OrganWise Guys’ vision is to inspire individuals to take charge of their health by assuming personal responsibility for their choices. By bringing the body to life through lovable organ characters, kids of all ages learn what it really means to be smart from the inside out. In 2004, The National Center on Family Homelessness partnered with OrganWise Guys to adapt the PEACH curriculum for use with children who are homeless or highly mobile, or living in transitional settings. Let’s meet the OrganWise Guys themselves! |
| **Notes** | These will not be included in course output |

## The OrganWise Guys

## Click and Reveal: Meet the OrganWise Guys

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | CR-List |
| **Menu Title** | Meet the OrganWise Guys! |
| **Click and Reveal** | |  |  | | --- | --- | | **Layout** | **Show Tooltip** | | click-and-reveal | true |  |  |  | | --- | --- | | **Title** | Meet the OrganWise Guys! | | **Background Image** | ${CONTENT\_ROOT}/images/clickandreveal/reveal-list1.jpg | | **Tooltip** | Click these buttons to hear the principles |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 1** | | | | **Label** | Hardy Heart | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio10.mp3 | | | **Audio CC** | These characters and other OrganWise Guys inspire children to eat healthy foods, exercise regularly, and strive for emotional well-being. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Hardy Heart teaches children about how their hearts need love, kindness, and plenty of exercise to stay healthy. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 2** | | | | **Label** | Calci M. Bone | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Calci M. Bone is enthusiastic about exercise, almost as much as she is about eating bone-healthy foods such as yogurt, milk, and cheese. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 3** | | | | **Label** | Windy the Lungs | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Windy the Lungs loves fresh air and fresh fruits and vegetables. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 4** | | | | **Label** | Madame Muscle | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Madame Muscle inspires children to stay active to build strong muscles. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 5** | | | | **Label** | The Kidney Brothers | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | The Kidney Brothers like to drink lots of water to stay hydrated. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 6** | | | | **Label** | Sir Rebrum | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Sir Rebrum (the brain)’s favorite meal of the day is breakfast. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 7** | | | | **Label** | Pepto the Stomach | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Pepto the Stomach likes food in moderation. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item8** | | | | **Label** | Peri Stolic | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Peri Stolic (the large intestine) likes high-fiber foods and exercises. | |
| **Notes** | These will not be included in course output |

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| --- | --- |
| **Layout** |  |
| **Template** | C2 |
| **Menu Title** | Unit 1 Quiz |
| **Image** | ${CONTENT\_ROOT}/images/QuizSlideImage.jpg |
| **Label** | Quiz |
| **Notes** | These will not be included in course output |

## Part 1 Quiz

## Quiz

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:quiz.jpg |
| **Template** | Quiz |
| **Menu Title** | Part 1 Quiz |
| **Quiz** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Code** | **Mode** | **Randomize Questions** | **Randomize Answers** | **Points** | **Max Attempts** | | quiz-1 | formative | false | true | 100 | 2 |  |  |  |  | | --- | --- | --- | | **Question** | | What is an element of trauma-informed care? | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect | Strengths-based approach | | false | incorrect | Emphasizes safety | | false | incorrect | Control and empowerment | | true | correct | All of the above | | **ID** | **Feedback Text** | | | correct | The correct answer is D. Elements of trauma-informed care include a strengths-based approach, an emphasis on safety, and control and empowerment. | | | incorrect | Incorrect. | |  |  |  |  | | --- | --- | --- | | **Question** | | What is the recommended age group for PEACH? | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect | Toddlers | | true | correct | Preschoolers and kindergartners | | false | incorrect | School-aged children | | false | incorrect | Children in middle school or junior high | | **ID** | **Feedback Text** | | | correct | The correct answer is B. The recommended age group for PEACH is preschoolers and kindergartners. However, it can be adapted for children up to the age of second grade. You will know what is best for the children in your program. | | | incorrect | Incorrect. | |  |  |  |  | | --- | --- | --- | | **Question** | | True or False: PEACH focuses exclusively on children experiencing homelessness | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect | True | | true | correct | False | | **ID** | **Feedback Text** | | | correct | The correct answer is **false**. The curriculum is intended to assist children who have had all kinds of experiences, including, but not limited to, homelessness. | | | incorrect | Incorrect. | |  |  |  |  | | --- | --- | --- | | **Question** | | Which character teaches about the importance of fresh air and fruits and vegetables? | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect | Hardy Heart | | true | correct | Windy the Lungs | | false | incorrect | Peri Stolic, the large intestines | | false | incorrect | Calci M. Bone | | **ID** | **Feedback Text** | | | correct | The correct answer is B. Windy the Lungs teaches about fresh air and kindness. | | | incorrect | Incorrect. | |  |  |  |  | | --- | --- | --- | | **Question** | | What is Sir Rebrum's favorite meal of the day? | | **Correct** | **Feedback** | **Answer Options** | | true | correct | Breakfast | | false | incorrect | Lunch | | false | incorrect | Dinner | | false | incorrect | Healthy Snack | | **ID** | **Feedback Text** | | | correct | The correct answer is A. Sir Rebrum likes to get his day off to a good start with a healthy breakfast. | | | incorrect | Incorrect. | | |
| **Notes** | These will not be included in course output |

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Unit Title** | Part 2: Resilience and Self-Regulation |
| **Abbreviated Title** | Part 2 |
| **Notes** | These will not be included in course output |

# Part 2: Resilience and Self-Regulation

## Part 2 Introduction

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | Part 2: Resilience and Self-Regulation |
| **Image** | ${CONTENT\_ROOT}/images/sectionTitleImage1.jpg |
| **Header** | Part 2: Resilience and Self-Regulation |
| **Subtitle** | In this section, you will learn about how PEACH can improve self-regulation skills, thus increasing resilience among children experiencing homelessness. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** | Transition Title Music |
| **Audio CC** | Written and performed by Peter Hanlon. |
| **Notes** | These will not be included in course output |

## Adversity

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | Adversity |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/062.jpg |
| **Bullets** | |  |  | | --- | --- | | Most children thrive in the face of adversity | 0:00 | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio11.mp3 |
| **Audio Title** | Adversity |
| **Audio CC** | Understanding the theoretical concepts that underlie PEACH can strengthen your approach to implementation. Despite the impact of homelessness to their education, mental health, and developmental well-being, many children who are homeless do grow and thrive. They display remarkable resiliency. PEACH can help nurture the skills that lead to increased resilience. |
| **Notes** | These will not be included in course output |

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| --- | --- |
| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | Resilience Quote |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/065.jpg |
| **Header** | "Resilience does not come from rare and special qualities, but from the everyday magic of the ordinary, normative human resources in the minds, brains, and bodies of children, in their families and relationships, and in their communities."  -A. Masten, 2001 |
| **Notes** | These will not be included in course output |

## Resilience Quote

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | C1 |
| **Menu Title** | Activity 2: Demonstrating Resilience |
| **Image** | ${CONTENT\_ROOT}/images/contents.jpg |
| **Header** | Activity |
| **Body Text** | Think about the children that you serve. In what ways do they demonstrate resilience? |
| **Subhead** |  |
| **Notes** | These will not be included in course output |

## Activity 2: Demonstrating Resilience

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | Halmarks of Resilience |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/097.jpg |
| **Bullets** | |  |  | | --- | --- | | Hallmarks of Resilience | 0:00 | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio12.mp3 |
| **Audio Title** | Hallmarks of Resilience |
| **Audio CC** | There are many hallmarks of resilience, including self-regulation. |
| **Notes** | These will not be included in course output |

## Hallmarks of Resilience

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | Self-Regulation |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/099.jpg |
| **Bullets** | |  |  | | --- | --- | | Self-regulation is the ability to express oneself appropriately and in context | 0:00 | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio13.mp3 |
| **Audio Title** | Self-Regulation |
| **Audio CC** | By teaching children about their emotions, PEACH helps children learn how to self-regulate. |
| **Notes** | These will not be included in course output |

## Self-Regulation

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | Self-Regulation Quote |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/102.jpg |
| **Header** | "The growth of self-regulation is a cornerstone of early childhood development that cuts across all domains of behavior."  -Institute of Medicine, 2000 |
| **Notes** | These will not be included in course output |

## Self-Regulation Quote

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | Quote |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/101.jpg |
| **Header** | "Development may be viewed as an increasing capacity for self-regulation, seen particularly in the child's ability to function more independently in a personal and social context."  -Institute of Medicine, 2000 |
| **Notes** | These will not be included in course output |

## Quote

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | Example |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/094.jpg |
| **Header** | Examples |
| **Bullets** | |  |  | | --- | --- | | Consider how different age groups may react when the room that they are in is too hot. | 0:02 | | Babies would cry, because they don't have many forms of self-expression. | 0:05 | | Children might whine. | 0:08 | | Most adults would ask to open a window, or turn the air conditioner on. | 0:10 | | Now let's consider an instance of feeling hungry. | 0:15 | | Again, babies would cry. | 0:17 | | Children might complain, or act out. | 0:19 | | Adults would likely find a way to obtain food or feed themselves. | 0:22 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio14.mp3 |
| **Audio Title** | Examples |
| **Audio CC** | Consider how different age groups may react when the room that they are in is too hot. Babies would cry, because they don’t have many forms of self-expression. Children might whine. Most adults would ask to open a window, or turn the air conditioner on. Now let’s consider an instance of feeling hungry. Again, babies would cry. Children might complain, or act out. Adults would most likely be able to sit with their discomfort, or find a way to get something to eat. |
| **Notes** | These will not be included in course output |

## Examples

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | Trauma and Self-Regulation |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/107.jpg |
| **Bullets** | |  |  | | --- | --- | | How does trauma impact self-regulation? | 0:01 | | Released chemicals give our body the tools to respond. | 0:03 | | Our body is designed to keep us safe | 0:15 | | Triggers may be loud noises, perfume, chaotic situations, etc. | 0:25 | | A key developmental task is learning to self-regulate | 0:37 | | PEACH is not a substitute for for trauma-specific interventions and therapies | 0:57 | | PEACH provides appropriate opportunities to learn and practice | 1:02 | | strengthen coping skills | 1:10 | | develop relisience | 1:12 | | gain control | 1:!4 | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio15.mp3 |
| **Audio Title** | Trauma and Self-Regulation |
| **Audio CC** | When we experience stress, chemicals are released to give our body the tools it needs to respond. This is especially true when that stress is traumatic. A traumatic stress overwhelms our ability to cope, both physiologically and emotionally. Our body is designed to keep us safe and so it remembers sights, sounds, smells, and other cues that were tied to the trauma. These are called triggers. Triggers may be loud noises, the smell of smoke or a particular kind of perfume, a situation that feels chaotic, or anytime the person feels powerless or out of control. As noted earlier, a key developmental task is learning to self-regulate. That task becomes much harder when a child is under significant stress or is being triggered by his circumstances or environment. As stress chemicals course through the body, children may feel hyper-vigilant. They may go into a fight, flight, or freeze response. PEACH is not a substitute for trauma-specific interventions and therapies. Instead, it gives children developmentally appropriate opportunities to learn and practice ways to regulate their bodies, which helps to strengthen their coping skills, ability to be resilient, and gain some sense of control over their bodies. |
| **Notes** | These will not be included in course output |

## Trauma and Self-Regulation

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| --- | --- |
| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | Children's needs |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/126.jpg |
| **Header** | Children need... |
| **Bullets** | |  |  | | --- | --- | | Developmentally-appropriate play spaces | 0:09 | | Proper nutrition | 0:17 | | Educational opportunities | 0:26 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio16.mp3 |
| **Audio Title** | Children's needs |
| **Audio CC** | Other hallmarks of resilience include good intellectual or cognitive development, including problem-solving skills. Children need…   * Developmentally appropriate play spaces. Creative play is an important way that children learn and cope with stress. * Proper nutrition. Even a slight failure to eat nutritional foods can gravely threaten behavior, school performance, and cognitive development * Educational opportunities. The ability to self-regulate and modulate emotions is a key predictor of academic and social success.   PEACH provides some of these elements to children and gives them learning tools for making healthy choices in their lives. PEACH provides a safe place for children to learn and play, offers opportunities for interacting with other children of the same age, and teaches lessons about nutrition, exercise, and emotional well-being. |
| **Notes** | These will not be included in course output |

## Children’s Needs

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| --- | --- |
| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | Importance of Play |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/125.jpg |
| **Header** | Importance of Play |
| **Notes** | These will not be included in course output |

## Importance of Play

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | Play Quote |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/125.jpg |
| **Header** | "Play gives children a chance to practice what they are learning. They have to play with what they know to be true in order to find out more, and then they can use what they learn in new forms of play”  -Fred Rogers |
| **Notes** | These will not be included in course output |

## Play Quote

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | Play |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/123.jpg |
| **Header** | Play |
| **Bullets** | |  |  | | --- | --- | | Cope with stress | 0:02 | | Build the parent-child relationship | 0:04 | | Use one's imagination | 0:06 | | Learn | 0:09 | | Process things that have happened | 0:11 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio17.mp3 |
| **Audio Title** | Play |
| **Audio CC** | Play is a great way for children to cope with stress, build the parent-child relationship, and use one’s imagination. Play is how children learn. It’s also how they process things that have happened to them. PEACH offers ways for children to play in an educational setting. It allows children to process things that have happened to them in a safe place. |
| **Notes** | These will not be included in course output |

## Play

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | C1 |
| **Menu Title** | Activity 3: Demonstrating Self-Regulation |
| **Image** | ${CONTENT\_ROOT}/images/contents.jpg |
| **Header** | Activity |
| **Body Text** | Think about the children that you serve. In what ways do they demonstrate self-regulation? How do you feel that you can help them improve their self-regulation skills? |
| **Subhead** |  |
| **Notes** | These will not be included in course output |

## Activity 3: Demonstrating Self-Regulation

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| --- | --- |
| **Layout** |  |
| **Template** | C2 |
| **Menu Title** | Part 2 Quiz |
| **Image** | ${CONTENT\_ROOT}/images/QuizSlideImage.jpg |
| **Label** | Quiz |
| **Notes** | These will not be included in course output |

## Part 2 Quiz

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:quiz.jpg |
| **Template** | Quiz |
| **Menu Title** | Part 2 Quiz |
| **Quiz** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Code** | **Mode** | **Randomize Questions** | **Randomize Answers** | **Points** | **Max Attempts** | | quiz-1 | formative | false | true | 100 | 2 |  |  |  |  | | --- | --- | --- | | **Question** | | Which of these scenarios is **NOT** an example of a young child trying to regulate his/her emotions? | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect | Johnny is tired. He is sucking his thumb. | | false | incorrect | Kyla just had a tantrum. Now she is whimpering and trying to take deep breaths. | | true | correct | Nola is hungry. She is eating cereal. | | false | incorrect | Moe is bored with the book you are reading. He is paying attention, but he begins to fidget. | | **ID** | **Feedback Text** | | | correct | The correct answeris C. Nola is meeting a need (hunger). | | | incorrect | Incorrect. | |  |  |  |  | | --- | --- | --- | | **Question** | | True or false: Self-regulation is the ability to express oneself appropriately and in context. | | **Correct** | **Feedback** | **Answer Options** | | true | correct | True | | false | incorrect | False | | **ID** | **Feedback Text** | | | correct | The correct answer is True. Self-regulation is the ability to express oneself appropriately and in context. PEACH teaches children to do this as a way to develop coping skills during stressful periods. | | | incorrect | Incorrect. | | |
| **Notes** | These will not be included in course output |

## Quiz

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Unit Title** | Part 3: Curriculum |
| **Abbreviated Title** | Part 3 |
| **Notes** | These will not be included in course output |

# Part 3: Curriculum

## Part 3 Introduction

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| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | Part 3 |
| **Image** | ${CONTENT\_ROOT}/images/sectionTitleImage1.jpg |
| **Header** | Part 3 |
| **Subtitle** | The PEACH Curriculum: This section contains an overview of the PEACH curriculum and provides tips and strategies for the implementation of PEACH. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** | Transition Title Music |
| **Audio CC** | Written and performed by Peter Hanlon. |
| **Notes** | These will not be included in course output |

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | Curriculum |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/ill096.jpg |
| **Header** | Curriculum |
| **Bullet Title** | Insert title for bullet screen here (e.g., In this course you will learn..) |
| **Bullets** | |  |  | | --- | --- | | Interactive books | 0:02 | | Puzzles | 0:04 | | Games | 0:05 | | Activities | 0:06 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio18.mp3 |
| **Audio Title** | Curriculum |
| **Audio CC** | The PEACH curriculum consists of:   * Interactive books * Puzzles * Games, and * Activities |
| **Notes** | These will not be included in course output |

## Curriculum

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | Sessions |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/ill096.jpg |
| **Header** | Sessions |
| **Bullets** | |  |  | | --- | --- | | Four units: Hearty Heart, Calci M. Bones, Windy the Lungs, Emotional Health | 0:02 | | Sixteen sessions each about 45-60 minutes | 0:35 | | Twice a week for eight weeks (recommended) | 0:40 | | Pratical Structure | 0:49 | | Interactive | 0:55 | | Focused on young children, but can be adapted | 1:03 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio19.mp3 |
| **Audio Title** | Sessions |
| **Audio CC** | The PEACH curriculum is divided into four units. The Hardy Heart unit introduces children to PEACH, teaches them about two things a heart needs: exercise and kindness. The Calci M. Bone unit introduces children to the concept that calcium-rich foods and exercise help to build strong bones, as well as the importance of brushing one’s teeth every day and every night. The Windy the Lungs unit introduces children to the concept of eating five fruits and vegetables a day, and the importance of eating breakfast every day. The last unit focuses on emotional health, which we will discuss in more depth on the next slide. Each session takes about 45 to 60 minutes to complete. We recommend that PEACH runs twice a week for eight weeks. However, you know your program best and you may find that a different schedule is more effective. Each session follows a predictable structure, which provides consistency for children during transitional times. The sessions are highly interactive, and children participate in a variety of activities that emphasis the key points of each session. PEACH is targeted to the needs of young children, that is, preschoolers and kindergarteners. We have found that the program works best for this age group. However, with some adaption to make the activities more challenging, you may find that PEACH is engaging for first and second graders as well. Due to the varying developmental needs, we suggest limiting the program to either young children OR first and second graders. |
| **Notes** | These will not be included in course output |

## Sessions

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| --- | --- |
| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | Emotional Health |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/159.jpg |
| **Header** | Emotional Health |
| **Bullets** | |  |  | | --- | --- | | Helping You Feel Safe | 0:44 | | Acting Out Your Feelings | 0:54 | | Helping You Talk About Feelings | 1:11 | | Heart of a Winner | 1:20 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio20.mp3 |
| **Audio Title** | Emotional Health |
| **Audio CC** | One key feature about this curriculum is the focus on emotional health. All children, whether they are homeless or not, are learning to develop coping skills. For children who are experiencing stressful transitions or difficult life circumstances, such as homelessness, their need for strong coping skills is particularly important. PEACH is a powerful way for young children to make the connection between what is happening in their minds and what is happening in their bodies. Most adults know how to make that connection, but children are still learning it. Understanding the mind-body connection helps children learn to self-regulate, alleviates their stress, and helps them feel more secure. In order to help children experiencing homelessness, four books were developed. Helping You Feel Safe introduces children to the idea that their body reacts to stress, and provides them with a way to cope with the many emotions they may be feeling. Acting Out Your Feelings helps children identify and feel comfortable with the range of emotions that they may be feeling. It teaches them which emotions match which facial expressions and what experiences go with those emotions. All of this helps children continue to develop their coping skills. Helping You Talk About Your Feelings helps children learn that it is okay to be scared, and encourages them to talk with an adult when they feel upset. The Heart of a Winner acknowledges that scary things happen in the world, demonstrates how brave children can be, and helps children understand how they can help one another. None of these books mention homelessness specifically, but do address many of the issues that children experiencing homelessness face. The omission was intentional on the part of the authors, as they wished the curriculum to be applicable for children who have a range of experiences. |
| **Notes** | These will not be included in course output |

## Emotional Health

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| --- | --- |
| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | Sample Session |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/ill096.jpg |
| **Header** | Sample Session |
| **Bullets** | |  |  | | --- | --- | | Welcome | 0:05 | | Read a book | 0:07 | | Review | 0:08 | | Two Activities | 0:11 | | Exercise | 0:21 | | Snack | 0:27 | | Organ role call | 0:30 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio21.mp3 |
| **Audio Title** | Sample Session |
| **Audio CC** | Now that you’ve had an overview of the PEACH curriculum, let’s review a sample session. Each session begins with a welcome. A book is then read, and discussed with the children. Each session contains two activities. One is generally low key, and can include coloring or word games, and the other is generally more active. After the activities, there is a short exercise, like stretching, marching to a song, or dancing. The session ends with a healthy snack (generally related to a food that was discussed in the book), and the “organ role call.” This is literally a role call of each organ coordinated with hand movements. It closes out the session, reinforces key concepts, and is really fun for the kids. |
| **Notes** | These will not be included in course output |

## Sample Session

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | Toolkit |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/ill096.jpg |
| **Header** | Toolkit |
| **Bullets** | |  |  | | --- | --- | | Lesson plans | 0:06 | | Session templates | 0:08 | | Activities | 0:09 | | Tips | 0:10 | | Sample registration forms, flyers, etc. | 0:12 | | DVD with additional forms to print | 0:14 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio22.mp3 |
| **Audio Title** | Toolkit |
| **Audio CC** | Included in the PEACH curriculum is a toolkit to help guide you through the implementation. This toolkit includes:   * lesson plans, * session templates, * activities, * tips for implementation, * sample registration forms and flyers, and a * DVD with additional forms to print. |
| **Notes** | These will not be included in course output |

## Toolkit

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | C1 |
| **Menu Title** | Activity 4: |
| **Image** | ${CONTENT\_ROOT}/images/contents.jpg |
| **Header** | Activity |
| **Body Text** | Think about your program. How might PEACH benefit the children that you serve? Jot down your thoughts. |
| **Subhead** |  |
| **Notes** | These will not be included in course output |

## Activity 4

## Click and Reveal: Implementing PEACH

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | CR-List |
| **Menu Title** | Implementing PEACH |
| **Click and Reveal** | |  |  | | --- | --- | | **Layout** | **Show Tooltip** | | click-and-reveal | true |  |  |  | | --- | --- | | **Title** | Implementation | | **Background Image** | ${CONTENT\_ROOT}/images/clickandreveal/reveal-list1.jpg | | **Tooltip** | Click these buttons to hear the principles |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 1** | | | | **Label** | OrganWise Guys | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio23.mp3 | | | **Audio CC** | These characters and other OrganWise Guys inspire children to eat healthy foods, exercise regularly, and strive for emotional well-being. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | These characters and other OrganWise Guys inspire children to eat healthy foods, exercise regularly, and strive for emotional well-being. Click on the headings on the left to learn more. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 2** | | | | **Label** | Staffing | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio23a.mp3 | | | **Audio CC** | To run PEACH, there are three main roles – instructor, coordinator, and assistant. These roles can be filled by either two or three people, depending on how you arrange them. At least two adults should be present at each PEACH session. The instructor... Prepares for each session by reading the book and session guide, and becoming familiar with the activities. He or she teaches each session, using a consistent and well-planned approach The instructor should remain consistent throughout the program. The coordinator... Recruits children to participate, and Ensures that registration and consent forms are signed He or she also coordinates with others involved in PEACH to ensure that the program is smoothly implemented. The assistant... Reminds families when sessions are beginning, and assists in transportation to sessions Attends each PEACH session as an active participant Assists the instructor in setting up the activities Comforts children, brings children to their parent when they need to use the restroom. For more information, please refer to your Handout: Staff Roles and Responsibilities. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Staffing your PEACH Program | | 0:04 | false | Instructor, Coordinator, and Assistant | | 0:15 | true | The Instructor | | 0:17 | false | Responsibilities include: preparation for each session and teaches in a conistent approach. | | 0:31 | true | The Coordinator | | 0:33 | false | Responsibilities include: recruitment for the program, registration of participants and oversight of program implementation. | | 0:44 | true | The Assistant | | 0:46 | false | Responsibilities include: provide reminders to families, assist in transportation, support instructor during sessions and help children find families if they need the bathroom. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 3** | | | | **Label** | Timing | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio23b.mp3 | | | **Audio CC** | A consistent schedule encourages consistent program attendance. For example, if families know that on every Tuesday and Thursday, PEACH will be held in the downstairs living room at 7:00pm, they are more likely to remember to bring their children. A schedule that consistently changes is hard to follow. It's recommended that you hold two sessions a week. Children are more likely to participate in a full program if it is taught over a short period – an important issue, considering the high turnover of families in transitional settings. The time of day that you schedule PEACH sessions can determine how many children will attend. Many programs have chosen to run PEACH after dinner. Families are often looking for activities between dinnertime and bedtime, and PEACH presents an appealing option. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Maintain a consistent schedule. Changing schedules can prove difficult for families knowing when sessions are held. | | 0:20 | false | Hold two sessions per week if possible. | | 0:32 | false | Determine the best time of day to encourage higher rates of attendance. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 4** | | | | **Label** | Location | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio23c.mp3 | | | **Audio CC** | In an ideal world, you would hold your sessions in a child-friendly space with sufficient supplies, lighting, furniture, and limited distractions that is easily accessible to families. For most, though, finding a space to hold the sessions will be challenging. When choosing a space, minimize distractions – particularly other children playing, adults talking or using the phone, staff working. Try to hold all sessions in the same place. It will improve attendance. How is the room temperature? Can you open or close windows? Is the space near a restroom? Will children have enough room to spread out for exercises, coloring, and other activities? Is the space accessible to families? There are ways to make the space you've chosen more child-friendly. Consider using carpet squares or mats to define a space for each child. There may be a bulletin board where you can display children’s artwork or other OrganWise Guys materials. If the room feels too big for the number of children, re-arrange the furniture to create a smaller space. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Where should sessions be held? | | 0:18 | false | Minimal distractions | | 0:25 | false | Consistent | | 0:30 | false | Comfortable | | 0:40 | false | Accessible | | 0:45 | false | Child friendly |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 5** | | | | **Label** | Materials | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio23d.mp3 | | | **Audio CC** | For each session, you will need some basic materials, such as crayons, paper, glue, scissors, and healthy snacks that relate to the materials covered in the session. For example, when discussing a book that focuses on the importance of calcium, you may want to bring in yogurt or cheese for the children. | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | What materials do I need? | | 0:04 | false | Crayons | | 0:05 | false | Paper | | 0:06 | false | Glue | | 0:07 | false | Scissors | | 0:08 | false | Snacks |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 6** | | | | **Label** | Recruitment | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio23e.mp3 | | | **Audio CC** | Getting children to attend PEACH sessions requires planning. It is essential to the success of your program. Talk up the program. Make sure that all staff know about the program and encourage them to talk to families about it. Case managers, in particular, are a great ally. Identify which case managers work with young children and give them flyers and registration forms to distribute to families. Advertise. Post flyers in elevators, hallways, and bulletin boards. Include information about the program in new families' welcome packets. Host an information session for parents. You can use this as an opportunity to register children and give parents an overview of what their child will be learning in PEACH. Make it official. Even if it is a small program, using registration forms to make it "official" that families have enrolled their children in PEACH. Follow up. Check in with case managers and other staff regularly to see how many families are interested, who has registered, and if there are any questions. For more information, please see your Handout: Tips for Recruitment | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Recruiting for your Program | | 0:07 | false | Talk up the programs | | 0:25 | false | Advertise | | 0:35 | false | Host an information session | | 0:45 | false | Make it official | | 0:54 | false | Follow up | |
| **Notes** | These will not be included in course output |

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | Other questions to ask |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/144.jpg |
| **Header** | Other questions to ask |
| **Bullets** | |  |  | | --- | --- | | Does your organization serve enough young children to host a program for them? | 0:04 | | How will you sign kids up for the program? | 0:09 | | Do you have a staff member to champion PEACH? | 0:11 | | Will your organization's leadership be supportive of PEACH? | 0:14 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio24.mp3 |
| **Audio Title** | Other questions to ask |
| **Audio CC** | Before implementing PEACH, consider the following questions:   * Does your organization serve enough young children to host a program for them? * How will you sign up kids for the program? * Do you have a staff member to champion PEACH? * Will your organization’s leadership be supportive? |
| **Notes** | These will not be included in course output |

## Other Questions to Ask

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:crg.jpg |
| **Template** | CR-Grid |
| **Menu Title** | Tips for Success |
| **Click and Reveal** | |  |  |  | | --- | --- | --- | | **Layout** | **Show Tooltip** | **Columns** | | click-and-reveal-grid-2x3 | true | 3 |  |  |  | | --- | --- | | **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio25.mp3 | | **Audio CC Title** | Tips for Success | | **Audio CC** | Click on each box to learn more about tips for success in implementing PEACH. |  |  |  | | --- | --- | | Click and Reveal Item 1 | | | **Label** | Plan before implementing the program | | **Reveal Text** | Make sure that you have the staff, registration, and materials you need to begin the program smoothly. | | **Thumbnail** | ${CONTENT\_ROOT}/images/clickandreveal/part3-thumb1.jpg | | **Reveal Image** | ${CONTENT\_ROOT}/images/clickandreveal/part3-large1.jpg |  |  |  | | --- | --- | | Click and Reveal Item 2 | | | **Label** | Plan for each session | | **Reveal Text** | Review the session guide, books, and other materials before each session. | | **Thumbnail** | ${CONTENT\_ROOT}/images/clickandreveal/part3-thumb2.jpg | | **Reveal Image** | ${CONTENT\_ROOT}/images/clickandreveal/part3-large2.jpg |  |  |  | | --- | --- | | Click and Reveal Item 3 | | | **Label** | Plan for the unexpected | | **Reveal Text** | If you've worked with children, you know that the unexpected can happen – crying, bathroom accidents, fighting, spills. Having an assistant at each session is key to being able to respond well to these situations. | | **Thumbnail** | ${CONTENT\_ROOT}/images/clickandreveal/part3-thumb3.jpg | | **Reveal Image** | ${CONTENT\_ROOT}/images/clickandreveal/part3-large3.jpg |  |  |  | | --- | --- | | Click and Reveal Item 4 | | | **Label** | Prepare for high turnover of families | | **Reveal Text** | The nature of transitional settings is that families cycle in and out, often leaving without notice. The PEACH curriculum is set up to accommodate these transitions. Each PEACH session is broad enough for new children to understand and participate, and also engaging enough for children who attend the program regularly. | | **Thumbnail** | ${CONTENT\_ROOT}/images/clickandreveal/part3-thumb4.jpg | | **Reveal Image** | ${CONTENT\_ROOT}/images/clickandreveal/part3-large4.jpg |  |  |  | | --- | --- | | Click and Reveal Item 5 | | | **Label** | Integrate PEACH into your organization | | **Reveal Text** | Display OrganWise Guys posters in prominent locations, such as common spaces, dining room, and bulletin boards. Create a space to display children's artwork. | | **Thumbnail** | ${CONTENT\_ROOT}/images/clickandreveal/part3-thumb5.jpg | | **Reveal Image** | ${CONTENT\_ROOT}/images/clickandreveal/part3-large5.jpg |  |  |  | | --- | --- | | Click and Reveal Item 6 | | | **Label** | Involve families | | **Reveal Text** | Invite parents to attend any or all of the PEACH sessions, especially the graduation. For more information, please see Handout X: Tips for Success When Implementing PEACH | | **Thumbnail** | ${CONTENT\_ROOT}/images/clickandreveal/part3-thumb6.jpg | | **Reveal Image** | ${CONTENT\_ROOT}/images/clickandreveal/part3-large6.jpg | |
| **Notes** | These will not be included in course output |

## Click and Reveal: Tips for Success

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | Classroom Management |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/122.jpg |
| **Header** | Classroom Management |
| **Bullets** | |  |  | | --- | --- | | Children are coming from different backgrounds | 0:06 | | Children may or may not know each other | 0:09 | | Some children may react to unfamiliar circumstances by acting out | 0:13 | | Others may react by withdrawing from the group | 0:17 | | Many children will have trouble regulating their emotions and behavior | 0:21 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio26.mp3 |
| **Audio Title** | Classroom Management |
| **Audio CC** | There are many issues that you may encounter as you work with children who are experiencing homelessness. You may be working with children from different backgrounds. The children may or may not know each other, and may or may not get along well. Some children may react to unfamiliar circumstances by acting out, while others may react by withdrawing from the group. In addition, many children will have trouble regulating their emotions and behavior. |
| **Notes** | These will not be included in course output |

## Classroom Management

## Click and Reveal: Tips for Classroom Management

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Layout** |  |
| **Template** | CR-List |
| **Menu Title** | Tips for Classroom Management |
| **Click and Reveal** | |  |  | | --- | --- | | **Layout** | **Show Tooltip** | | click-and-reveal | true |  |  |  | | --- | --- | | **Title** | Tips for Classroom Management | | **Background Image** | ${CONTENT\_ROOT}/images/clickandreveal/reveal-list2.jpg | | **Tooltip** | Click these buttons to hear the principles |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 1** | | | | **Label** | Create a routine | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Establish a routine and stick to it. Feel free to modify the format of each session to fit your circumstances, but be sure that the format you follow is consistent from session to session. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 2** | | | | **Label** | Set clear rules | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Set clear rules and enforce them consistently. At the first session, review the rules with the children. Write out the rules on a large sheet of paper, and review the rules at the beginning of each session. Determine a clear system for enforcing the rules. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 3** | | | | **Label** | Praise children | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Praise children when they do something well – and be specific. Children love earning the praise of adults! It makes them proud and fosters self-esteem. If you only acknowledge bad behavior, children are likely to keep misbehaving. Reinforce children's strengths by finding something to praise in every child. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 4** | | | | **Label** | Minimize chaos | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | Minimize chaos when transitioning from one activity to the next. This can be accomplished by good planning. Children will sense if you are confused or uncertain about what comes next in the routine. Provide children with clear instructions about where to go and what to do. Exercising and stretching may be helpful, particularly between activities. |  |  |  |  | | --- | --- | --- | | **Click and Reveal Item 5** | | | | **Label** | Manage hyperactivity | | | **Audio Path** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 | | | **Audio CC** |  | | | **Reveal Bullets** | | | | **Cue Point** | **Clear Display** | **Reveal Text** | | 0:00 | true | One common behavior among children experiencing homelessness is hyperactivity. It is often their way of coping with the stress, discomfort, and chaos in their lives. Be aware of times when the group is having trouble focusing. When this happens, give children with opportunities to relax by listening to a book or singing a song. If children need to expel excess energy, provide children with an opportunity to exercise. It is also helpful to create a space for each child that is his or her own. This can be accomplished by using separate cushions or carpet squares. For more information, please see Handout X: Classroom Management Tips | |
| **Notes** | These will not be included in course output |

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| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:crg.jpg |
| **Template** | CR-Grid |
| **Menu Title** | Responses to Common Scenarios |
| **Click and Reveal** | |  |  |  | | --- | --- | --- | | **Layout** | **Show Tooltip** | **Columns** | | click-and-reveal-grid-2x3 | true | 3 |  |  |  | | --- | --- | | **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio27.mp3 | | **Audio CC Title** | Click and Reveal Instructions | | **Audio CC** | Click on each box to learn more about suggested responses to common scenarios. |  |  |  | | --- | --- | | Click and Reveal Item 1 | | | **Label** | Children are inattentive while you are reading the book | | **Reveal Text** | Make the book as interactive as possible, asking the children questions, or reading in different voices. If one child in particular seems distracted, direct a question to him or her. Do some exercises when the reading is over. | | **Thumbnail** | ${CONTENT\_ROOT}/images/clickandreveal/part3-thumb1a.jpg | | **Reveal Image** | ${CONTENT\_ROOT}/images/clickandreveal/part3-large1a.jpg |  |  |  | | --- | --- | | Click and Reveal Item 2 | | | **Label** | Children are fighting with one another | | **Reveal Text** | If the whole group is acting this way, stop the activity. Either speak to the group about their behavior where they are, or have all the children return to their mats or chairs. Remind them that all hearts need love and kindness. Point out the classroom rules. If they are restless, sing a song, stretch, or do some exercises before returning to the activity. Remember that using a soft voice with children is sometimes more effective than raising your voice. | | **Thumbnail** | ${CONTENT\_ROOT}/images/clickandreveal/part3-thumb2a.jpg | | **Reveal Image** | ${CONTENT\_ROOT}/images/clickandreveal/part3-large2a.jpg |  |  |  | | --- | --- | | Click and Reveal Item 3 | | | **Label** | Children are very hyper after the exercises | | **Reveal Text** | Do some deep breathing activities with the group. Do some stretching at a moderate pace. Ask everyone to return to their mats. If the children are already sitting on their mats, ask everyone to put their hands over their hearts. Ask if they can feel their hearts beating. Then have them take a few deep breaths. | | **Thumbnail** | ${CONTENT\_ROOT}/images/clickandreveal/part3-thumb3a.jpg | | **Reveal Image** | ${CONTENT\_ROOT}/images/clickandreveal/part3-large3a.jpg |  |  |  | | --- | --- | | Click and Reveal Item 4 | | | **Label** | One child is sitting all alone and won't come near the rest of the group | | **Reveal Text** | Either the instructor or the assistant should greet the child privately and ask if he or she wants to join the group. If the child does not want to join the group, let him stay where he is. As you read the story, he may feel comfortable enough to join the group. Make eye contact and smile at the child from time to time throughout the session, reminder her that you know that she is there and is welcome. | | **Thumbnail** | ${CONTENT\_ROOT}/images/clickandreveal/part3-thumb4a.jpg | | **Reveal Image** | ${CONTENT\_ROOT}/images/clickandreveal/part3-large4a.jpg |  |  |  | | --- | --- | | Click and Reveal Item 5 | | | **Label** | One child is distracting all the other children from the activity | | **Reveal Text** | Try to redirect the child's attention. Use the classroom rules as a guide. If the child persists, move him or her to the other side of the room, circle, or activity, away from whoever he or she is bothering. [[Handout x: Responses to Common Scenarios | | **Thumbnail** | ${CONTENT\_ROOT}/images/clickandreveal/part3-thumb5a.jpg | | **Reveal Image** | ${CONTENT\_ROOT}/images/clickandreveal/part3-large5a.jpg | |
| **Notes** | These will not be included in course output |

## Click and Reveal: Responses to Common Scenarios

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| --- | --- |
| **Layout** |  |
| **Template** | C1 |
| **Menu Title** | Activity 5: PEACH Planning Guide |
| **Image** | ${CONTENT\_ROOT}/images/contents.jpg |
| **Header** | Activity |
| **Body Text** | Start to fill in your information on the PEACH Planning Guide, found on Handout X. |
| **Subhead** |  |
| **Notes** | These will not be included in course output |

## Activity 5: PEACH Planning Guide

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| **Layout** |  |
| **Template** | C2 |
| **Menu Title** | Part 3 Quiz |
| **Image** | ${CONTENT\_ROOT}/images/QuizSlideImage.jpg |
| **Label** | Quiz |
| **Notes** | These will not be included in course output |

## Part 3 Quiz

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| --- | --- |
| **Object** | **Content** |
| **Layout** | Macintosh HD:Users:spencech:Desktop:quiz.jpg |
| **Template** | Quiz |
| **Menu Title** | Part 3 Quiz |
| **Quiz** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Code** | **Mode** | **Randomize Questions** | **Randomize Answers** | **Points** | **Max Attempts** | | quiz-1 | formative | false | true | 100 | 2 |  |  |  |  | | --- | --- | --- | | **Question** | | Which staffing role should be consistent throughout the PEACH program? | | **Correct** | **Feedback** | **Answer Options** | | true | correct-fb | Instructor | | false | incorrect-fb | Coordinator | | false | incorrect-fb | Assistant | | false | incorrect-fb | All of the above | | **ID** | **Feedback Text** | | | correct-fb | The correct answer is A. While it is helpful to have consistent staffing throughout the PEACH program, it is important that the instructor is available for all sessions. | | | incorrect-fb | Incorrect. | |  |  |  |  | | --- | --- | --- | | **Question** | | True or False: In order to be effective, children must attend all PEACH sessions | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect-fb | True | | true | correct-fb | False | | **ID** | **Feedback Text** | | | correct-fb | The correct answer is False. The nature of transitional settings is that families cycle in and out, often leaving without notice. The PEACH curriculum is set up to accommodate these transitions. Each PEACH session is broad enough for new children to understand and participate, and also engaging enough for children who attend the program regularly. | | | incorrect-fb | Incorrect. | |  |  |  |  | | --- | --- | --- | | **Question** | | What would be the most appropriate strategy for engaging a child who is sitting alone during a session? | | **Correct** | **Feedback** | **Answer Options** | | false | incorrect-fb | Direct a question to him or her | | true | correct-fb | Smile at the child from time to time throughout the session | | false | incorrect-fb | Tell another child to sit with the child | | false | incorrect-fb | Ignore the child | | **ID** | **Feedback Text** | | | correct-fb | The correct answer is B. Smiling at the child from time to time throughout the session lets him or her know that you are aware of his/her presence, but does not put undue pressure on the child. | | | incorrect-fb | Incorrect. | | |
| **Notes** | These will not be included in course output |

## Quiz

|  |  |
| --- | --- |
| **Object** | **Content** |
| **Unit Title** | Part 4: Conclusion |
| **Abbreviated Title** | Part 4 |
| **Notes** | These will not be included in course output |

# Part 4: Conclusion

## Conclusion

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| **Object** | **Content** |
| **Layout** |  |
| **Template** | A4 |
| **Menu Title** | Part 4: Conclusion |
| **Image** | ${CONTENT\_ROOT}/images/sectionTitleImage1.jpg |
| **Header** | Part 4: Conclusion |
| **Subtitle** | Conclusion In this section, you will learn about the impact of PEACH on children, parents, and organizations. |
| **Audio File** | ${CONTENT\_ROOT}/audio/t3\_transition.mp3 |
| **Audio Title** | Transition Title Music |
| **Audio CC** | Written and performed by Peter Hanlon. |
| **Notes** | These will not be included in course output |

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| --- | --- |
| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | Benefits for Children |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/028.jpg |
| **Header** | Benefits for Children |
| **Bullets** | |  |  | | --- | --- | | Lets "kids be kids" | 0:04 | | Allows children to participate in a structured program designed especially for them | 0:09 | | Helps children discover how their bodies work, which in turn can help them learn to better control their impulsive behavior | 0:14 | | Provides reassurance to children that they are now in a safe place | 0:20 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio28.mp3 |
| **Audio Title** | Benefits for Children |
| **Audio CC** | Participation in the PEACH program has many benefits for children. It let’s kids "be kids," away from pressures that they may be experiencing. It allows children to participate in a structured program designed especially for them. Children discover how their bodies work, which in turn can help them learn to better control their impulsive behavior. Children also receive reassurance that they are now in a safe place. |
| **Notes** | These will not be included in course output |

## Benefits for Children

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | Children Also Benefit From |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/051.jpg |
| **Header** | Children Also Benefit From: |
| **Bullets** | |  |  | | --- | --- | | Learning about basic nutrition concepts | 0:02 | | Having opportunities to exercise | 0:09 | | Receiving positive attention from an adult other than their primary caregiver | 0:13 | | Reinforcing concepts learned in preschool and kindergarten | 0:18 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio29.mp3 |
| **Audio Title** | Children Also Benefit From |
| **Audio CC** | In addition, children will understand basic nutrition concepts, such as eating fruits and vegetables, drinking milk, and brushing their teeth regularly. Children are also provided with an opportunity to exercise routinely. Through PEACH, children receive positive attention from an adult other than their primary caregiver. PEACH also reinforces concepts learned in preschool and kindergarten, such as counting, letters, sharing, and taking turns while speaking. |
| **Notes** | These will not be included in course output |

## Children Also Benefit From:

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| --- | --- |
| **Layout** |  |
| **Template** | B3 |
| **Menu Title** | Benefits for Parents |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/100.jpg |
| **Header** | Benefits for Parents |
| **Bullets** | |  |  | | --- | --- | | Offers a safe place for their children | 0:04 | | Offers flexibility to involve parents, if desired | 0:07 | | Provides parents with a rare break | 0:11 | | Is a positive, fun way to help children | 0:16 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio30.mp3 |
| **Audio Title** | Benefits for Parents |
| **Audio CC** | PEACH is generally structured so that parents do not need to be involved, except for the orientation and graduation sessions. However, if your program want to include parents, they should certainly do so. PEACH can provide parents with a rare break to relax or spend time with other adults. PEACH provides parents with a fun, positive way to help children. |
| **Notes** | These will not be included in course output |

## Benefits for Parents

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| --- | --- |
| **Layout** |  |
| **Template** | C1 |
| **Menu Title** | Activity 6: Match the Characters |
| **Image** | ${CONTENT\_ROOT}/images/contents.jpg |
| **Header** | Activity |
| **Body Text** | Match the image of the PEACH character to his or her name. See Handout. |
| **Subhead** |  |
| **Notes** | These will not be included in course output |

## Activity 6: Match the Characters

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| --- | --- |
| **Layout** |  |
| **Template** | B2 |
| **Menu Title** | Ordering PEACH |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/120.jpg |
| **Bullets** | |  |  | | --- | --- | | Ordering the PEACH Curriculum  <http://www.bpistore.com/owg/UserEditFormFilling.aspx>  [peach@familyhomelessness.org](mailto:peach@familyhomelessness.org) | 0:01 | |
| **Footer** |  |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio31.mp3 |
| **Audio Title** | Order PEACH |
| **Audio CC** | You may already have the PEACH curriculum. If so, you’re ready to begin implementation. When you order the curriculum, it is a one-time purchase: it comes with everything you need to begin teaching. Many organizations that ordered PEACH years ago are still using their original set. If you’re interested in learning more about PEACH or want to order the curriculum, visit the website on the screen, use the order form in your handout packet, or email [peach@familyhomelessness.org](mailto:peach@familyhomelessness.org). We wish you the best of luck and look forward to hearing about your experiences with the program. |
| **Notes** | These will not be included in course output |

## Ordering PEACH

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| **Layout** |  |
| **Template** | B4 |
| **Menu Title** | Evaluation |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/124.jpg |
| **Header** | [Evaluation](https://www.surveymonkey.com/s/YSLQPMZ) |
| **Notes** | These will not be included in course output |

## Evaluation

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | Resources |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/135.jpg |
| **Header** | Resources |
| **Bullets** | |  |  | | --- | --- | | Child Welfare League of America  <http://www.cwla.org> | 0:02 | | National Child Traumatic Stress Network  <http://www.nctsn.org> | 0:02 | | OrganWiseGuys, Inc.  <http://www.organwiseguys.com> | 0:02 | | The National Center on Family Homelessness  <http://www.familyhomelessness.org> | 0:02 | | Zero to Three: National Center for Infants, Toddlers, and Families  <http://www.zerotothree.org> | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 |
| **Audio Title** |  |
| **Audio CC** |  |
| **Notes** | These will not be included in course output |

## Resources

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | B1 |
| **Menu Title** | References |
| **Image** | ${CONTENT\_ROOT}/images/slideImages/135.jpg |
| **Header** | References |
| **Bullets** | |  |  | | --- | --- | | Institute of Medicine. (2000). From Neurons to Neighborhoods: The Science of Early Childhood Development. Washington, DC: National Academies Press. | 0:02 | | Masten, A. (2001). Ordinary magic: Resilience processes in development. American Psychologist, 56(2), 235. | 0:02 | | National Child Traumatic Stress Network. (2005). Facts on Trauma and Homeless Children. Available at <http://www.nctsnet.org/nctsn_assets/pdfs/promising_practices/Facts_on_Trauma_and_Homeless_Children.pdf> | 0:02 | | The National Center on Family Homelessness. (2011). America's Youngest Outcasts 2010. Needham, MA: The National Center on Family Homelessness. | 0:02 | | The National Center on Family Homelessness. (1999). Homeless Children: America's New Outcasts. Newton, MA: The National Center on Family Homelessness. | 0:02 | |
| **Audio File** | ${CONTENT\_ROOT}/audio/peach\_audio\_silence.mp3 |
| **Audio Title** | References |
| **Audio CC** |  |
| **Notes** | These will not be included in course output |

## References

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | C1 |
| **Menu Title** | Credits |
| **Image** | ${CONTENT\_ROOT}/images/contents.jpg |
| **Header** | Credits |
| **Body Text** | The content for *PEACH: A Tool to Help Foster Self-Regulation in Children* was developed by Katie Volk, MA, and Megan Edson Grandin, MPH. Jason Wharff, BA and Alexander Steacy, BA provided design and multimedia production. |
| **Subhead** |  |
| **Notes** | These will not be included in course output |

## Credits

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | C1-specialthanks |
| **Menu Title** | Special Thanks |
| **Image** | ${CONTENT\_ROOT}/images/contents.jpg |
| **Header** | Special Thanks |
| **Body Text** | Special thanks to The National Center on Family Homelessness and OrganWise Guys, Inc. |
| **Subhead** |  |
| **Notes** | These will not be included in course output |

## Special Thanks

|  |  |
| --- | --- |
| **Layout** |  |
| **Template** | C2-certificate |
| **Menu Title** | Certificate |
| **Image** | /content/shared/images/slide-images/Certificate.jpg |
| **Label** | Congratulations!  Download Your  Certificate |
| **Notes** | These will not be included in course output |

## Certificate